



New Title I A Coordinators' Cadre

January 25, 2018

Introductions & Logistics

- ❑ To submit a question during the call, send an email to amber.skaggs@education.ky.gov.
- ❑ The webinar will be recorded and posted on the Title I web page.
- ❑ Responses to any follow-up questions will be emailed after the webinar.



Agenda for the Call

- Let's Rewind!

- Follow-Up: Homeless Set-Aside in GMAP

- Year-at-a-Glance: January

- Consolidated Monitoring Checklist

- Private Schools

- Neglected and Delinquent

- Resources



Let's Rewind!

❑ Last month's call featured the following topics:

- ❑ Year-at-a-Glance
- ❑ Homeless Basics
 - ❑ Homeless Set-Aside in GMAP
- ❑ Personnel Paid from Title I
- ❑ Person Role Manager
- ❑ GMAP Checklist



Year-at-a-Glance: January

- ❑ Collect signed Time and Effort records for staff who work on multiple cost objectives.
- ❑ Submit requests to amend grants, as needed.
- ❑ Collect semi-annual certifications (1 of the required 2) for Title I personnel whose compensation is funded solely from Title I and for personnel using the substitute time and effort system.
- ❑ Establish a plan and timeline for working with other federal programs in the district to coordinate the consolidated application in the next year.



Consolidated Monitoring

- ❑ KDE is gearing up for its annual consolidated monitoring season.
 - ❑ In an effort to reduce the impact on district time and services, the Kentucky Department of Education (KDE) coordinates the monitoring of its state and federal programs with a selected set of school districts annually.
 - ❑ Districts have already been notified that they are being visited, so if you have not heard from KDE your district has not been selected for consolidated monitoring this season.
- ❑ Consolidated monitoring provides districts an opportunity to review state and federal programs with an eye toward effective implementation and collaboration.
 - ❑ Aside from individual program reports, districts are provided consolidated reports that represent an opportunity for collaboration among the programs.
 - ❑ Program monitors note effective practices identified during the monitoring visit, as well as provide recommendations for addressing noted common concerns.
 - ❑ These reports provide opportunities for programs to collaborate, streamline implementation and increase success within each.



Consolidated Monitoring

The following state or federal program will be included in the monitoring process:

- ☐ Alternative Education Programs
- ☐ Career and Technical Education
- ☐ Gifted and Talented
- ☐ IDEA - Special Education Services
- ☐ Preschool Services
- ☐ Title I, Part A - Improving Academic Achievement of the Disadvantaged
- ☐ Title II, Part A - Teacher and Principal Quality
- ☐ Title III - English Learners (EL)
- ☐ Title V, Part B, - Rural Education Achievement Program (REAP)



Consolidated Monitoring Checklist

- ❑ So, how can you be proactive in ensuring your Title I, Part A programs are in compliance?
 - ❑ Districts and schools can self-assess their Title I, Part A programs by accessing the consolidated monitoring checklists, which can be found on the [Title I, Part A Documents and Resources webpage](#).
 - ❑ Consultants use these checklists to guide the monitoring visits when a district is selected.



Consolidated Monitoring Checklist Updates

❑ New to the Checklists:

- ❑ Both the district and school checklists are divided into sections which directly align with the Title I, Part A sections of the *Every Student Succeeds Act* (ESSA).
- ❑ Specific references to ESSA have been added throughout the documents to better explain the reasoning behind certain questions.
- ❑ Several sections feature additional questions and sections for English learners and foster children have been added to the district checklist.
- ❑ Additional details and items have been incorporated in suggested documentation and best practices.
- ❑ Questions have been reviewed and revised for increased understandability when necessary.



Programmatic Updates

The following programmatic changes (as a result of ESSA) have been reflected in the checklists. Programmatic updates include, but are not limited to, the following:

- ❑ **Homeless:** *Awaiting foster care* was removed from the definition
- ❑ **Foster Care:**
 - ❑ The *Every Student Succeeds Act* removed *awaiting foster care* from the definition of homeless; therefore, students identified as *awaiting foster care* are not eligible for services under the *McKinney-Vento Homeless Assistance Act*.
 - ❑ Child Welfare Agency (CWA) is the primary source for providing and funding transportation. The LEA's role is supplemental.
 - ❑ An LEA may set-aside Title I funds at the district level to pay for additional costs needed to transport children in foster care to their schools of origin.
- ❑ **Supplement, Not Supplant Methodology:** LEAs must demonstrate that the methodology used to allocate state and local funds to each participating school is the same as it would be in the absence of Title I funds.
 - ❑ Title I, Part A funds should add to (supplement) not replace (supplant) state and local funds.
 - ❑ If the LEA/SEA can demonstrate that it is not replacing its state/local funding with federal dollars, the supplanting requirement is satisfied.



Programmatic Updates Continued

□ English Learners (ELs):

- ESSA now requires that each LEA receiving a Title I subgrant must implement an effective means of outreach to parents of ELs.
 - The outreach must include holding and sending notice of regular meeting opportunities in order to gather and respond to recommendations from parents.
- ESSA requires that every LEA using its funds for services to ELs (under either Title I or Title III) must provide notification to parents that outlines their child's identification as an EL and placement in a Language Instruction Educational Plan (LIEP).
 - The above notification must be provided no later than 30 calendar days after the beginning of the school year or within the first two weeks of placement in an LIEP for students who enroll after the start of the school year.



Self-Assessing the District's Title I Program

- ❑ Both checklists are available online and can be found on the [Title I, Part A Documents and Resources webpage](#).
- ❑ The tools can be used as a self-assessment, which is beneficial for any Title I, Part A program.
 - ❑ The checklists are also helpful to brand new coordinators who are familiarizing themselves with Title I requirements and when fine tuning the district's program.
 - ❑ Both documents are readily available online and are accessible at any point throughout the academic year; therefore, the district does not have to wait on a formal consolidated monitoring visit from KDE before accessing the checklists and self-evaluating its Title I program.



Private School Participation: Equitable Services

- ❑ Districts are required to annually offer equitable participation to each private school that has children from participating Title I, Part A attendance areas in Title I, Part A services.
- ❑ Provisions for Equitable Services are found in Section 1117 of ESSA and included new information regarding the following:
 - ❑ Proportionate Share
 - ❑ Consultation
 - ❑ Ombudsman



Proportionate Share

- ❑ An LEA's expenditures for equitable services to eligible private schools must be equal in proportion to funds allocated to participating public schools.
- ❑ The proportionate share is determined by the number of children from low-income families who reside in those attendance areas and attend private schools.
- ❑ An LEA must determine the proportionate share of Title I funds available for equitable services before any allowable expenditures or fund transfers.



Equitable Services—Allocating Funds

- ❑ Parent and Family Engagement Funds:
 - ❑ LEA calculates 1% of its total Title I allocation.
 - ❑ The LEA then applies the proportionate share percentage for services to private school students to determine how much it must spend for parent and family engagement activities.
 - ❑ The LEA must then spend that amount from the proportion of its Title I allocation available for equitable services for private school students.



Equitable Services

- ❑ From the proportionate share, in consultation with private school officials, reservations must be made for set-asides to include:
 - ❑ Parental and Family Engagement
 - ❑ Proportionate amount of 1% Total Title I allocation



Private School Participation: Equitable Services

- ❑ Services to private schools MUST benefit students and NOT the private schools.
 - ❑ Services may include the following:
 - ❑ special education services,
 - ❑ instructional services (including evaluations to determine the progress in meeting such students' academic needs)
 - ❑ counseling or mentoring,
 - ❑ one-on-one tutoring, and
 - ❑ other benefits under Title I (such as dual or concurrent enrollment, technology, equipment, etc.)



Equitable Services—Consultation

- ❑ An LEA must consult with private school officials to plan for the upcoming school year before it makes any decision that affects the opportunity of eligible private school children, their teachers, and their families to participate in Title I.



Consultation Topics

- ❑ The list of consultation topics has been expanded to include the following:
 - ❑ How the proportionate share of funds is determined;
 - ❑ Whether services will be provided directly or through a separate government agency, consortium, entity, or third party contractor;
 - ❑ When, including the approximate time of day, services will be provided;
- ❑ For other required topics please see Section 1117 (b) (1) or the Non-Regulatory Guidance.



Changes to Consultation

- ❑ The written affirmation that consultation has occurred must provide the option for private school officials to indicate that such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to eligible private school children.
- ❑ Another new requirement is that the results of agreement following consultation must be transmitted to the SEA's equitable services ombudsman.



Equitable Services

□ Ombudsman

- To help ensure that private school children, teachers, and other educational personnel receive services equitable to those in public schools, State educational agencies (SEAs) must designate an ombudsman to monitor and enforce Title I equitable services requirements.



Equitable Services

- ❑ The ombudsman should:
 - ❑ Serve as a primary point of contact
 - ❑ Monitor and enforce the equitable services requirements under Titles I and VIII
 - ❑ Ensure that private school officials know how to contact the ombudsman.
 - ❑ Name: **David Millanti**
 - ❑ Contact Information: kpso@education.ky.gov



Equitable Services

❑ Reminder: Obligation of Funds

- ❑ Funds allocated to an LEA for educational services and other benefits to eligible private school children, teachers and other educational personnel, and families must be obligated in the fiscal year for which the funds are received by the LEA.



Neglected Definition

- ❑ Neglected children and youth are identified as such due to abandonment, neglect, death of their guardians, or reside in a public or private residential facility *other than a foster home*.
- ❑ Neglected children are included in the Title I, Part A allocation formula.
- ❑ The Cabinet for Families receives each institution's numbers based on a **child count taken in October**.



Local Institutions for Neglected Children



Districts **must** set aside funds on the *District Set-Asides* section of the GMAP application for the following:

- ☐ Locally operated Neglected Institutions
- ☐ Locally operated Delinquent Institutions –
(**Optional** - *These facilities receive Title I, Part D funds*)

GMAP Set-Aside

- ❑ The *Neglected Set-Aside* on the GMAP application does not have to be the full amount generated by the students. The only requirement is that it's **reasonable and necessary** to serve neglected children.
- ❑ Districts with more than one neglected institution should consider the needs of each educational program in determining funding for service.



Services

- ❑ GMAP must contain a brief description of the Title I educational services provided for the neglected youth.
- ❑ Services should be equitable and comparable to youth participating in Title I schools.



Consultation

- ❑ Districts should consult with officials from the institution(s) to determine the type of services to be provided.
- ❑ It's crucial for districts to conduct a needs assessment to identify targeted achievement areas.
- ❑ Consultation documentation must be on file in the district Title I office & at the neglected facility.



Title I Allowable Services

- ❑ Tutors
- ❑ Counseling /peer mediation services
- ❑ Transition Services
- ❑ Computer and software to assist children with homework, reinforce concepts etc.
- ❑ Supplemental books and materials



Needs Assessment

- ❑ How are you identifying the needs of neglected, delinquent, and at-risk students?
- ❑ What data factors are you using to identify the needs?
- ❑ How often are those needs assessments re-evaluated?
- ❑ When completing a needs assessment, consider the following questions:
 - ❑ Where are we now?
 - ❑ Where do we need/want to be?
 - ❑ How will we get there?



Needs Assessment Example



Current Outcomes: How things are...	Desired Outcomes: How things should be...	Needs or Gaps: What is the source of the problem?	Priority Ranking: How important is this need compared with others?	Solutions/ Action Steps: What are we going to do about it?	Evaluation Items: How do we know we've succeeded?
Example: Upon release, only 25% of students are awarded the academic credits that they earned while in placement.	Upon release, 100% of students will have their academic credits transferred.	<ol style="list-style-type: none"> Some classes are not meeting State time and curriculum requirements. Consequently credits are not transferrable. Student records are not up to date upon transfer, and information is lost or inconsistently transferred. 	3 (of 6)	<ol style="list-style-type: none"> Update curricula so that all courses meet State mandates or requirements and credits are transferrable. Conduct awareness meetings with local schools to ensure transferability. Adopt policies that require all teachers to update the academic records of students twice per week. 	<ol style="list-style-type: none"> Regularly or routinely review course curricula to determine whether they are meeting State standards. Continue to track student transfer data and review quarterly for improvement.

Educational Responsibility

- ❑ If a district is unable or unwilling to provide services, the state must reduce the district's allocation by the amount generated by the neglected children.
- ❑ KDE may transfer the funds to another district that agrees to assume educational responsibility.



Educational Responsibility

- ❑ KDE may retain the neglected funds if KDE assumes educational responsibility.
- ❑ If an institution closes and the children are transferred to an institution in another district, KDE must adjust the allocation of the two districts to reflect the transfer.



Resources

- ❑ [GMAP Help for Current Pages](#)
- ❑ [National Title I Association Conference](#)
 - ❑ February 8→11th in Philadelphia, PA
 - ❑ Sample Sessions:
 - ❑ *How Title I Schools Can Use Tech to Improve Math Scores*
 - ❑ *Best Practices for Family Engagement in Alternative and Traditional Education Settings*
 - ❑ *Fiscal Management*
 - ❑ *Evidence-Based Literacy Interventions*
- ❑ [Title I Handbook](#)
- ❑ [Title I Fiscal Guidance](#) (ED, Feb. 2008)
- ❑ [Statewide Consolidated Monitoring Processes Webpage](#)
- ❑ Manasevit, L.M., ESQ., Winters Kessler, T., Esq., & Tosh Cowan, K., Esq. (2016). *ESSA Moving Toward a Well-Rounded Title I* (United States, LRP Publications). Palm Beach Gardens, FL: LRP Publications.
- ❑ [Equitable Services Non-Regulatory Guidance](#)
- ❑ [Every Student Succeeds Act](#)



Next Month's Call

- ❑ Parent and Family Engagement
- ❑ And more to be announced...
- ❑ February 21st 10:00 a.m. – 11:00 a.m.
Eastern Standard Time
- ❑ Email feedback and suggestions for future calls to title1reports@education.ky.gov



Contact Information

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